WORK IMMERSION IN BLENDED LEARNING MODALITY ON THE SATISFACTION AND PERFORMANCE OF SENIOR HIGH SCHOOL GRADUATES OF STA. CATALINA INTEGRATED NATIONAL HIGH SCHOOL

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ABSTRACT

This study was focused on the satisfaction and performance of the senior high school graduates towards their work immersion experience in the blended learning modality. Descriptive-correlation design was also utilized to be able to gather data using a validated questionnaire. After the distribution and retrieval of the questionnaires, the data gathered was tabulated, and analyzed using Microsoft Excel and Minitab 14 for data processing.

It was then found out that the level of achievement in the work immersion competencies was found to be high. While the level of satisfaction of the senior high school graduates in terms of laboratory teaching style, and practical assessment all accounts to very high. As for the level achievement in work immersion, most of the respondents provided an outstanding performance. However, the mean grade transpires to very satisfactory.

A significant relationship was obtained on the of effect of achievement in work immersion competencies on the level of satisfaction of the SHS graduates in terms of laboratory teaching style and practical assessment. It is an undeniable fact that there are a multitude of factors that affect the level of satisfaction of the learners. Therefore, it is recommended to investigate further underlying factors that contribute to the satisfaction of the learners in the subject work immersion.

Also, a significant analysis was also obtained regarding the effect of achievement in work immersion competencies on the work immersion performance (grades) of the senior high school graduates. Since this study focused on the TVL-Home Economics students, a parallel study may be conducted for the sake of other strand in the school. It is recommended to improve and strengthen the implementation of work immersion so that the students can have more experience before they graduate from SHS. Hence it is recommended to provide various learning opportunities wherein students can have hands-on practice regarding the competencies of work immersion.

Keywords:

Blended learning, generic skills, laboratory practices, laboratory teaching styles, performance, practical assessment,

INTRODUCTION

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”. This striking quote from Albert Einstein has rekindled the passion of a lot of education enthusiasts in the world. Truly, not every single student can be a doctor, or an engineer, or a businessman. Though most of the learning process still happen inside the four walls of the classroom, the

Department of Education have made efforts to acknowledge the diversity of learners while still taking into consideration the equal need for a quality of Basic Education.

One of the highlights of the Senior High School program is the empowerment of technical skills development. Learners who have chosen to be in the technical-vocational track are trained to develop the concepts and skills for them to be competent enough to be globally competitive. In addition to this, the senior high school program includes a subject called work immersion wherein the learners get a minimum of eighty (80) hours of work-based learning experience. Through this subject the students are exposed to and become familiar with work-related environment related to their field of specialization to enhance their competence (K to 12 Basic Education Curriculum Guide). Deped Order No. 30 s. of 2017 entitled "Guidelines for Work Immersion" mandates the schools to tie up with partner institutions for the conduct of the said activity. These partner institutions include public or private organizations that are able and willing to lend their expertise and resources without any monetary compensation from either side.

It was 2018 when the first batch of senior high school students graduated. While many have pointed out the importance of the additional two years in basic education, the dilemma arises from the readiness of the Department of Education in its implementation. In 2022, Hipol et.al., pointed out that optimal readiness to implement the SHS is not evident specifically in the Technical-Vocational Livelihood Track in terms of facilities, equipment, as well as industry partners. Then, not long after, another challenge was taken with the continuity of education in learners' homes due to the pandemic. The situation brought about different distance learning modalities and consequentially implemented in senior high school. The on-site work has also shifted into alternative delivery modes. With the release of DepEd memo No.85 of 2020, entitled "Guidelines for Work Immersion Implementation during Crisis Situation", it has been implemented that senior high school students under the Home Economics strand be given the alternative of home-based activities or projects in replacement of their work immersion. This home-based project includes a cooking demonstration, developing a cookbook, or designing a lunch menu for a whole day or week for hospitals for those specializing in cookery.

With the ever-changing environment of the learners, it is but necessary to evaluate the programs entangled with senior high school course. The researcher believes that a thorough examination of how the implementation of work immersion in the blended learning set-up affects the satisfaction and performance of the learners will be a great contribution for the betterment of the curriculum. This study will also take on the challenge of evaluating how satisfied the learners are in terms of their senior high school learning experience and how it was also related to their work immersion performance. It specifically seeks to answer the following:

1. What is the level of Achievement in the Work immersion Competencies in terms of:
   1.1 Laboratory Practices
   1.2 Generic Skills
2. What is the extent of satisfaction under blended learning modality with regards to
   2.1 Laboratory Teaching Style
   2.2 Practical Assessment
3. What is the level of performance in work immersion relative to grade?
4. Does the achievement in the work immersion competencies have significant relationship to the satisfaction under the blended learning modality?
5. Does the achievement in the work immersion competencies have significant effect to the performance of the SHS graduates in terms of grade?

REVIEW OF RELATED LITERATURE

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid". This striking quote from Albert Einstein has rekindled the passion of a lot of education enthusiasts in the world. Truly, not every single student can be a doctor, or an engineer, or a businessman. Though most of the learning process still happen inside the four walls of the classroom, the Department of Education have made efforts to acknowledge the diversity of learners while still taking into consideration the equal need for a quality of Basic Education.

Work Immersion (WI) is one of the requirements for graduation. A Senior High School student must undergo Work Immersion in an industry that directly relates to the student's postsecondary goal. Through Work Immersion, the students are exposed to and become familiar with work-related environment related to their field of specialization to enhance their competence (K to 12 Basic Education Curriculum Guide).

The WI program is comparable to the concept work-based learning which is anchored on Kolb's Experiential Learning Theory. Work-based learning (WBL) refers to learning that occurs through undertaking real work, through the production of real goods and services, whether this work is paid or unpaid. It is also worth noting that the abovementioned strategy in learning is still classroom-based learning that takes place in an enterprise rather than in an educational institution (Sweet, 2013).

It was 2018 when the first batch of senior high school students graduated. While many have pointed out the importance of the additional two years in basic education, the dilemma arises from the readiness of the Department of Education in its implementation. In 2015, Cabahug pointed out that optimal readiness to implement the SHS is not evident specifically in the Technical-Vocational Livelihood Track in terms of facilities, equipment, as well as industry partners. Then, not long after, another challenge was taken with the continuity of education in learners' homes due to the pandemic. The situation brought about different distance learning modalities and consequentially implemented in senior high school. The on-site work has also shifted into alternative delivery modes. With the release of DepEd memo No.85 of 2020, entitled "Guidelines for Work Immersion Implementation during Crisis Situation", it has been implemented that senior high school students under the Home Economics strand be given the alternative of home-based activities or projects in replacement of their work immersion. This home-based project includes a cooking demonstration, developing a cookbook, or designing a lunch menu for a whole day or week for hospitals for those specializing in cookery.

Baker and Robinson (2016) explored the effects of Kolb's experiential learning theory towards the successful intelligence of students. It was found out that students scored higher in their practical use of knowledge when compared to their direct instruction counterparts. However, regardless of treatment, both direct instruction and experiential learning yielded similar analytical knowledge scores. Thus, it was recommended agricultural educators utilize a blended approach of instruction to provide balanced growth in all four modes of learning.

With the ever-changing environment of the learners, it is but necessary to evaluate the programs entangled with senior high school course. The researcher believes that a thorough examination of how the implementation of work immersion in the blended learning set-up affects the satisfaction and performance of the learners will be a great contribution for the betterment of the curriculum. This study will also take on the challenge of evaluating how satisfied the learners are in terms of their senior high school learning experience and how it was also related to their work immersion performance.

METHODOLOGY

This research utilized descriptive statistics using a quantitative-descriptive survey to facilitate a systematic and thorough analysis of the gathered data. Descriptive statistics is useful when providing basic information about variables in a dataset and to highlight potential relationships between variables (researchconnections.org). It is also concerned with gathering, classification and presentation of data and the collection of summarizing values to describe group characteristics. The descriptive method is preferred since it yields valid and reliable results for a manageable number of respondents and can be accomplished with limited resources.

The survey questionnaire was the main data gathering tool for this research study. Each of the respondents was given a well-structured and validated set of questions. After the distribution and retrieval of the questionnaires, the data gathered was tabulated, and analyzed using Microsoft Excel and Minitab 14 for data processing.

RESULT AND DISCUSSION

This research focuses on the satisfaction and performance of the senior high school graduates towards their work immersion experience in the blended learning modality.

Level of Achievement in Work Immersion Competencies in terms of Laboratory Practices and Generic Skills

Table 1. Level of Achievement in Work Immersion Competencies in Laboratory Practices

COMPETENCIES	Mean	SD	Interpretation
Practice Occupational Health and Safety Procedures	4.73	0.45	High
Clean and Maintain Kitchen Tools, Equipment, and Premises	4.68	0.47	High
Prepare Sandwiches	4.80	0.41	High
Prepare Hot Meals	4.73	0.45	High
Prepare Cold Meals	4.78	0.42	High
Prepare Fish and Marine Products/ Prepare Poultry and Game Dishes	4.88	0.33	High
Package Prepared Food Stuff	4.83	0.38	High
Grand Mean/ Interpretation	**4.77**		**High**

The respondents to the study were the Technical and Vocational Livelihood graduates of Sta. Catalina Integrated National High School who took up Home Economics for their strand. These respondents were also the ones that have experienced the work immersion process using the blended learning modality. Table 1 shows the level of achievement in work immersion competencies. Data revealed that the respondents were best in preparing fish and marine products/poultry and game dishes (M=4.88, SD=0.33) which interprets to a high level of achievement. Through the work immersion the respondents have learned to package prepared food stuff (M=4.83, SD=0.38) prepare sandwiches (M=4.80, SD=0.41), cold meals (M=4.78, SD=0.42), hot meals and practice occupational health and safety procedures (M=4.73, SD=0.45), all of which have a high level of achievement. Lastly, the

competency which focuses on cleaning and maintaining kitchen tools, equipment, and premises got the least mean of 4.68 (SD=0.47), but still transpires to a high level of achievement.

The overall level of achievement of work immersion competencies got a high level with a grand mean of 4.77. This means that despite the use of blended learning modality in practicing the abovementioned competencies, the respondents are still competitive and were able to achieve the skills needed. This result contradicts the study conducted by Helms (2014), wherein he found out that the performance of the students under online class had significantly lower grade point averages, missed significantly more grade opportunities, and were significantly more likely to fail the course compared to their face-to-face counterparts.

Table 2. Level of Achievement in the Blended Learning Modality relative to Generic Skills and Learning Experiences

STATEMENT	Mean	SD	Remarks
My training developed my problem-solving skills.	4.53	0.51	Strongly Agree
My training helped me develop my ability to work as a team player.	4.70	0.46	Strongly Agree
My training improved my skills in written and oral communications.	4.93	0.27	Strongly Agree
My training helped me to develop the ability to plan my own work.	4.65	0.53	Strongly Agree
Training result made me confident in tracking unfamiliar problems.	4.85	0.36	Strongly Agree
My training has made me more confident about my ability to learn.	4.70	0.56	Strongly Agree
Training result made me positive in achieving goals.	4.60	0.50	Strongly Agree
My training proved that there are more opportunities to grow.	4.55	0.50	Strongly Agree
Grand Mean	**4.69**		**Strongly Agree**
Interpretation			**Very High**

Table 2 below presents respondents' level of achievement in the blended learning modality relative to generic skills and learning experiences. The respondents strongly agree that the training helped them improve their skills in written and oral communications (M=4.93, SD=0.27). Also, they also strongly agree that the training they received from the school developed their problem-solving skills, receiving the lowest mean (M=4.53, SD=0.51).

The overall level of satisfaction of in the blended learning modality relative to learning experiences attained a mean of 4.69 and was interpreted Very High as evaluated by the respondents. This means that the respondents were highly satisfied with their learning experiences in the blended learning

modality. This implies that the blended learning modality implemented by the school has satisfied the respondents senior high school learning experience as supported by the work of El-Hilali, et.al (2015).

The Level of Satisfaction under Blended Learning Modality relative to Laboratory Teaching Style and Practical Assessment

The level of satisfaction of the SHS graduates were identified in terms of laboratory Teaching Style and Practical Assessment. Table 3 illustrates the level of satisfaction of the respondents in the blended learning modality relative to teaching. The respondents strongly agree that the teachers treated them with respect, yielding the highest mean (M=4.88, SD=0.33). On the other hand, they also strongly agree that the teachers provided opportunities to ask questions, receiving the lowest mean (M=4.45, SD=0.60).

Table 3. Level of Satisfaction of in the Blended Learning Modality relative to Laboratory Teaching Style

STATEMENT	Mean	SD	Remarks
My teachers had a thorough knowledge of the subject content.	4.58	0.50	Strongly Agree
My teachers provided opportunities to ask questions.	4.45	0.60	Strongly Agree
My teachers treated me with respect.	4.88	0.33	Strongly Agree
My teachers understood my learning needs.	4.68	0.53	Strongly Agree
My teachers communicated the subject content effectively and efficiently.	4.63	0.49	Strongly Agree
My teachers made the subject as interesting as possible.	4.60	0.50	Strongly Agree
Grand Mean	**4.63**		**Strongly Agree**
Interpretation			**Very High**

Overall, level of the level of satisfaction of in the blended learning modality relative to teaching attained a mean of 4.63 and was interpreted Very High as evaluated by the respondents. This indicates further that the respondents were highly satisfied with their teaching experiences in the blended learning modality. These results complement the work of Abbas (2018) wherein the respondents were significantly satisfied with the blended learning modality and would even recommend it for others to use. It was also worth noting that the initial stage of online education was highly dependent on instructors who played a major role in the educational process (Hamdan et al., 2021).

Table 4 indicates the level of satisfaction of the respondents in the blended learning modality relative to practical assessment. The respondents strongly agree that the teachers have clearly explained the manner of how they are going to be assessed, generating the highest mean (M=4.88, SD=0.33). On the other hand, they also strongly agree that they have received useful feedback, receiving the lowest mean (M=4.45, SD=0.60).

The overall level of satisfaction of in the blended learning modality relative to practical assessment attained a mean of 4.69 and was interpreted Very High as evaluated by the respondents. This indicates further that the respondents were highly satisfied with their assessment practices in the blended learning modality. Sejdiu (2014) have proven the same idea that assessment and learning done in the blended learning set up was found to be more effective and satisfactory for the learners and evidently on the result of their performance.

Table 4. Level of Satisfaction of in the Blended Learning Modality relative to Practical Assessment

STATEMENT	Mean	SD	Remarks
I knew how I was going to be assessed.	4.88	0.33	Strongly Agree
The way I was assessed was a fair test of my skills.	4.85	0.36	Strongly Agree
I was assessed at appropriate intervals.	4.68	0.57	Strongly Agree
I received useful feedback on my assessment.	4.40	0.74	Strongly Agree
The assessment was a good test of what I was learned	4.63	0.54	Strongly Agree
Grand Mean		**4.69**	**Strongly Agree**
Interpretation			**Very High**

Level of Performance in Work Immersion relative to Grade

Table 5. Level of Achievement in Work Immersion in terms of Work Immersion Grade

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	17	43%	Outstanding
85 – 89	12	30%	Very Satisfactory
80 – 84	11	28%	Satisfactory
75 – 79	0	0	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	**88.15**	**Interpretation**	**Very Satisfactory**

Table 5 reveals the level of achievement in work immersion in terms of Work Immersion Grade. It can be gleaned that 11 or 28% of the respondents attained grades ranging from “80 to 84” which had a verbal interpretation of “Satisfactory”. Besides, 12 or 30% of the respondents attained grades ranging from “85 to 89” which had a verbal interpretation of “Very Satisfactory” and 17 or 43% of the respondents attained grades ranging from “90 to 100” which had a verbal interpretation of “Outstanding”.

The mean grade, 88.15 with verbal interpretation of "Very Satisfactory" indicates that the respondents performed above satisfactory level in their work immersion.

Relationship of Achievement in Work Immersion Competencies on the Level of Satisfaction of the SHS graduates

To determine the relationship between the level of work immersion competencies on the level of satisfaction of the SHS graduates, regression analysis was utilized. The computed p-values were compared to the level of significance at 0.05 to determine the significant relationship of achievement in work immersion competencies on the level of satisfaction of the SHS graduates.

Table 6. Significant Relationship of Achievement in Work Immersion Competencies to the Level of Satisfaction under Blended Learning

Variables		r-value	Degree of Correlation	p-value	Analysis
Laboratory Practices	Laboratory Teaching Style	0.643	Strong	0.000	Significant
	Practical Assessment	0.582	Moderate	0.000	Significant
Generic Skills	Laboratory Teaching Style	0.796	Strong	0.000	Significant
	Practical Assessment	0.519	Moderate	0.000	Significant

*significant at .05 level of significance

Table 6 disclosed the relationship of achievement in work immersion competencies in terms of laboratory practices and generic skills to the level of satisfaction under blended learning with regards to laboratory teaching style and practical assessment.

It can be manifested that the achievement in work immersion competencies in terms of laboratory practices and generic skills convey a significant relationship to the level of satisfaction under blended learning with regards to laboratory teaching style and practical assessment as indicated by the obtained r-values ranging from (0.519) to (0.796) with a moderate to strong degree of correlation and p-value (0.000) which was lower than the 0.05 level of significance that supports the result of the analysis. This indicates further that the students' achievement in their work immersion show also how satisfied they are under blended learning as reflected by their evaluation on the laboratory teaching style and practical assessment experiences.

Effect of Achievement in Work Immersion Competencies on Performance of the SHS graduates in terms of Grade

Table 7 presented the effect of achievement in work immersion competencies in terms of laboratory practices and generic skills on the performance of the SHS graduates in terms of grades.

Table 7. Significant Effect of Achievement in Work Immersion Competencies on the Performance of the SHS Graduates in terms of Grades

Variables		t-value	p-value	Analysis
Laboratory Practices	Work Immersion Performance (Grades)	3.86	0.000	Significant
Generic Skills		5.55	0.000	Significant

*significant at .05 level of significance

A significant analysis was obtained on the effect of achievement in work immersion competencies on the performance of the SHS graduates in terms of grades. Achievement in work immersion competencies in terms of laboratory practices (t=3.86, p=0.000) and generic skills (t=5.55, p=0.000), the obtained p-values were both lower than (0.05) level of significance which supports the analysis. This implies that students' achievement of competencies during their work immersion affects their performances, specifically their grades.

CONCLUSION

Based on the results of this study, it was therefore concluded that:

The null hypothesis stating that the level of achievement in work immersion competencies has no significant effect on the level of satisfaction of the SHS graduates is rejected. The results showed that there is a significant effect among the abovementioned variables.

Also the null hypothesis saying that the level of achievement in work immersion competencies has no significant effect on the work immersion performance achievement of the SHS graduates is rejected. The data gathered on this study have revealed that there was indeed a significant relationship between the two (2) variables.

RECOMMENDATIONS

Based on the drawn conclusions resulted to the following recommendations:

1. This study focused on the satisfaction and performance of the learners in the subject work immersion. It is recommended to conduct a similar study which focuses on other subject areas to further review and eventually improve the learning process.
2. It is an undeniable fact that there are a multitude of factors that affect the level of satisfaction of the learners. Therefore, it is recommended to investigated further underlying factors that contribute to the satisfaction of the learners in the subject work immersion.
3. Since this study focused on the TVL-Home Economics students, a parallel study may be conducted for the sake of other strand in the school.
4. It is recommended to improve and strengthen the implementation of work immersion so that the students can have more experience before they graduate from SHS. Hence it is recommended to provide various learning opportunities wherein students can have hands-on practice regarding the competencies of work immersion.

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